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DEVELOPMENT OF CRITICAL THINKING AS A METHOD TO IMPROVE THE LEVEL OF STUDENTS' LEARNING IN ENGLISH LESSONS

Abstract: The article is timed to the formation of the initial abilities of critical thinking of adolescents with the help of the development of reading skills in the lessons of the English language, taking into account the mental, psychological and age-related individualities of the formation of critical thinking. For example, requests for reading in a foreign language and the main ways of using critical thinking technology in the English language lessons are considered.

Keywords: critical thinking, modern approaches, efficiency of information perception, free thinking.

In modern pedagogy, reading is considered as one of the types of speech activity. According to A.N. Leontiev's reading gives a picture of speech work, which is part of the communicative and social work of people, implemented through verbal mediated communication. In other texts, reading is a communicative work, the purpose of which is to obtain the information contained in the text. [1;p.575]

Zimnyaya I.A. considers that the process of reading is actually formed by 2 mechanisms: the device for perception and the device for processing the printed word. These 2 elements of the mechanism are kept intact near the actions and operations that the reader performs. [2;p.382]



J. A. Braus and D. Wood define it as meaningful reflective thinking, focused on the conclusion of such, in fact, what to believe in and actually what to create. Critical thinking, in their view, is intelligence of common sense and the ability to renounce personal prejudices. Danger thinkers are ready to put forward fresh ideas and see fresh abilities, which is actually very important when concluding fresh problems. [3]

D. Halpern invites a proper definition of critical thinking: “The use of these cognitive abilities and strategies that increase the possibility of obtaining the desired outcome. It is distinguished by balance, logic and purposefulness. Another definition is purposeful thinking.” [4;p.289]

Critical thinking does not mean negativity or criticism, this opinion means a meaningful discussion of the contrast of layouts in order to endure the main judgments and conclusions. Orientation towards critical thinking implies that nothing is taken for granted, and any student, despite authority, makes his/her opinion in the context of the curriculum. This is open thinking that does not accept dogmas, developing by applying fresh information to everyday habits. This is where it differs from ordinary thinking. Critical thinking is the starting point for the formation of creative thinking, they develop in synthesis, interdependently.

The development of critical thinking highlights the learner:

- Ability to work collaboratively with others
- Ability to be sensitive to personal education
- Increasing the performance of information perception
- Increasing attention, both to the material being studied, for example, and to the learning process itself
- Lust and the ability to freeze a person who learns throughout his life.

Developing critical thinking makes the teacher more likely to:

- Create an atmosphere of openness and seriousness in the classroom cooperation



- Apply a system of effective ways that promote the development of self-reliance
- Encourage students to freeze at the same time by practitioners and specialists who at the same time can competently analyze their own work
- Freeze as a source of valuable information for colleagues.

Developing of critical thinking through reading and writing gives special attention to foreign language lessons. Just this development directs care to the word. Its soil is considered to be the communicative-activity principle of study, which provides for a dialogue, interactive mode of classes, cooperative exploration of the conclusion of tasks, and also “partnership” affairs between the teacher and students. Various techniques of technology develop the ability to understand information, predict, work with a word, ask questions and interpret information creatively.

The set of main abilities important for critical thinking includes observation, capacity for interpretation, analysis, derivation of decisions, capacity to give assessments. Critical thinking uses logic, but also relies on meta-knowledge and broad aspects of intelligence such as clarity, plausibility, accuracy, significance, depth, scope, and fidelity. Sensuality, creative imagination, value attitudes are still considered to be components of critical thinking.

Most often, critical thinking is understood as the process of evaluating the reliability, accuracy, or value of something, the ability of evaluation to find and search for premises and other points of view, to understand history as a whole, and to change one's own deal based on precedents and arguments. It is also called regular or analytical thinking.

Mostly, the kids we have trained want unambiguity in definitions, classifications and views on one and the same problem, and how important it is for them to learn to perceive that, in fact, the inaccessibility of unambiguity is often not considered a defect or a task, but rather a good chance to get deeper into the essence of things , more recognize.



D. Kluster warns against the encroachment of some teachers to identify critical thinking with these thought processes, as memorization, awareness and creative, intuitive thinking. For all the significance of the formation of memory, memorization is not thinking. The formation of the mind is largely associated not with the exploitation of memory, but with the development of autonomous thinking. According to the creator, awareness is not considered thinking, it is only one of the preparatory criteria for critical thinking.[5;p.5-13]

D. Kluster identifies 5 qualities that distinguish critical thinking from its other types.

1. Critical thinking is independent thinking.

2. Information is considered the starting point, not the end point of critical thinking. Knowledge creates motivation, without which a person is not able to think critically.

3. Critical thinking comes from asking questions and clarifying the tasks that need to be solved. Critical thinking craves persuasive reasoning.

4. Critical thinking is social thinking.

For this, in order for the student to have the opportunity to use his own critical thinking, it is important for him to cultivate a number of properties for himself, among which D. Halpern singles out:

- Willingness to plan. Thoughts often appear randomly. Organize them in principle, arrange the order of presentation. Orderliness of thought is a symptom of conviction.

- Elasticity. If the student is not ready to understand the ideas of others, he can never freeze with a generator of personal thoughts and thoughts. Elasticity allows you to wait with making a judgment, while the adept does not have different information.

- Assertiveness. Often, faced with a difficult task, we cancel its conclusion for later. By developing assertiveness in the tension of the mind, the adept without fail will achieve significantly better results in learning.



- Willingness to correct own mistakes. A critical thinker will not justify his own incorrect conclusions, but will draw conclusions, use the error to continue studying.

- Understanding. This is a rather significant quality, which implies the ability to monitor oneself in the process of mental work, to track down the course of thoughts.

- Exploration of compromise conclusions. It is important that the accepted conclusions be evaluated by other people, otherwise, for example, they will remain at the level of expressions.

D. Halpern, thinking about the mental skills of critical thinking, takes care of the proper ones:

- test / conclusions;
- promotion, formulation, development of hypotheses;
- establishment and creation, exploration of analogies, metaphors;
- activation of previously acquired knowledge;
- activation of causal relationships;
- significance test;
- comparison - comparison - opposition;
- use in these conditions;
- counterargument;
- assessment and its reliability/validity;
- generalization of ideas;
- exploration of other points of view.

Progressive school education comes to a fresh, more elevated degree of claims to mastering different types of competencies, between which the areas of responsibility associated with mastering fresh technologies and the ability to continuously learn, which means to constantly acquire fresh knowledge, skills and abilities every day. The educational process is modernized every day due to the introduction of fresh ways and technologies of learning.

The development of the formation of critical thinking in real time is actively used in school education. Disciplines based on this technology have become basic in



many foreign and Russian educational institutions. The development of critical thinking abilities through the study of reading and writing “is a set of methods and strategies with the support of which the teacher is able to build an educational process in which independent, responsible work of students will be ensured along the way to achieving their own learning goals”.

This technology requires a special approach to teaching a foreign language. The teacher must have a complete understanding of such a concept as thinking and its types.

A.V. Brushlinsky and O.K. Tikhomirov say, in fact, that "thinking can be qualified as a socially conditioned, inextricably linked with speech psychological process of autonomous search and discovery by a person of something significantly fresh, formed on the basis of practical work from sensory knowledge and far beyond it". [6;p.10-16]

In his own work "What is critical thinking?" D. Kluster describes in detail critical thinking and argues that just this picture of thinking cannot be called memorization, awareness, or logic. It is not considered creative or intuitive. Critical thinking is always independent. For this, in order to think critically, one must possess a large store of knowledge, possess the desire to settle difficulties and answer questions. A critically thinking person every time brings arguments and reasons, exposing himself and motivating his own point of view, and shares it with society. As a result, critical thinking is social thinking. It is precisely these inherent features in aggregate that distinguishes critical thinking from its other forms.

According to the Critical Thinking technology, a modular task is used, consisting of 3 milestones:

Any phase contains its own goals and objectives, as well as a set of methods aimed at the beginning of activating research, creative work, and then at comprehending and generalizing the acquired knowledge.

The 1st stage is the “challenge”, during which students activate their previous knowledge, attention to the topic wakes up, and the goals of the study of the future educational material are oriented.



The 2nd stage - "comprehension" - is meaningful, during which the student's concrete work with the word happens, while the work is focused, conscious. The process of reading is always associated with the actions of the student (marking, forming tables, keeping a diary), which make it possible to track down personal awareness. At the same time, the concept of "text" is interpreted very broadly: it is the written word, the speech of the teacher, and video material.

3rd stage - "reflection" - reasoning. At this point, the adept creates a personal attitude to the word and strengthens it either with the support of a personal word or one's own position in the discussion of the issue. It is here that an intense rethinking of personal ideas takes place, taking into account the renewed acquired knowledge.

"Think logically!", "Think about it!", "We need more bottomless analysis!" - these are the commands that students hear almost every day and which are precisely associated with the development of critical thinking. However, the problem is whether the students actually know what is required of them. In most cases, the answer is no. The task of a competent teacher is to help students, to ascribe to them what the aristocracy means to think critically as: to qualify and express their own point of view; plan the presentation of your own thoughts so that they become understandable to everyone; learn to see if all the main factors of the chosen topic are covered; logically correctly build the structure of the presentation of the leading data; coherently present one's own ideas in order to assure readers of the point of view presented and the conclusions acquired.

In conclusion, I would like to indicate that, in fact, foreign language lessons contribute to the development of critical thinking thanks to various material and interactive layouts. A foreign language in the given case is considered as a goal, for example, and a means of learning. When performing any

Assignments, students are required to understand the key idea, recreate the logic of presentation, note the problem, compare with what is actually already understood in this area, and qualify what additional information is important for us in order to arrange a conclusion and construct our own point of view on a specific issue or the task. As you can see, this urgently asks for the formation of specific mental



skills. Students must be able to study the collected data, evaluate their significance, select the important, structure information, and then synthesize it in order to apply difficulties in the conclusion, to prove their own point of view. These are all critical thinking skills.

For successful work on the technology of developing critical thinking in the initial classes, it is necessary to perceive that the key feature of the provided technology is the construction of personal knowledge within the framework of the search activity. The formation of critical thinking abilities in the initial classes will allow not only to form students with socially important, moral and value motives of behavior, but also to increase the degree of socialization, to nurture creativity and reflection, to cultivate enterprise, communication skills.

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